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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII.

For the Week Ending December 22, 1906

No. 23

OSSIAN LANG, Editor.

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Natural to Whom? Best for Whom?

If positiveness of assertion were the chief indication of the existence of a science of education it would not be difficult to convince the rest of the world that the teachers of teachers were in possession of it. Positiveness of statement, however, is not usually combined with positiveness of knowledge. Indeed, for a subject for which the claim of a science is made, there is probably none that has less of a basis of absolutely determined fact than education. At the same time there is no doubt that a science of education is in the process of formation. It has been ever since the day Herbart turned the matured keenness of his philosophical mind to the elaboration of a groundwork upon which to build such a science. Our present duty is to be careful in the analyses of educational problems as they arise. Vague statements have no reason for being, particularly at teachers' institutes. Every educational meeting should have the character of a serious conference seeking to arrive at fundamentals.

A great weakness of the average speaker at educational gatherings is hyperbolic exploitation of poorly digested psychological dicta. Psychology, to begin with, is only one of many sciences that are tributary to education; besides, it deals with universal elements. Education deals with individuals. G. Stanley Hall has pointed out the true guide lines: child-study—or better yet, the study of the individual pupils—must govern the teachers. The idealistic assertions derived from ethics and psychology must be constantly subjugated to the test of personal application.

The question opened by these cursory statements is a large one. I wish to point out, however, one simple phase. And that is, that the test "best for whom" be applied every time the declaration is made that this or the other plan, method, or device is "best."

Co-education is declared to be a good thing by one speaker, and bad by another. The reason is, of course, that the subject involves very many considerations; such as, age of the pupils, temperament, environment, school equipment, finances, course of study, etc. The departmental system involves similar considerations.

One speaker may plead passionately for a fuller scope of humanistic education, another will denounce Latin and Greek as useless, a third will argue for the paramount importance of industrial education, and a fourth will have all instruction commercialized. "Best for whom?" is the test to apply. It is not sufficient that the interests of a

majority be served by this or that. Not a single individual must be left uncared for.

When religious education is insisted upon as the crying need of the time, the contestants seem never to stop to think of the personal side of the question. Of course, there are many homes in which there is not left one spark of religious spirit. But the condition is not universal. No universal remedy is, therefore, demanded. The question does not concern the common schools as such. In fact, the more consistently they steer clear of the field of religious instruction the better for them at the present stage of our civilization. Everything beyond teaching the fatherhood of God and the brotherhood of man is dangerous ground. Over against the homes in which no word of religion is ever heard there can be placed homes in which talk about religious matters is carried to excess. Best for whom?

An example that may bring out the present point even more clearly than the matters already touched upon may be found in the advocacy of different methods of teaching languages. From the large variety of contesting claims let us select two: the "natural method" and the "grammar method." The advocates of the natural method commonly base their declarations upon observation of the way and manner in which children and comparative illiterates acquire a language. The only thing they may be able to prove, actually, is that children and comparative illiterates acquire a language thus and so. To an intelligent adult this so-called "natural" procedure may mean a criminal waste of time and energy, especially if he already knows two or three languages. To him the grammar—so much abhorred by the "natural method" men—may be the most direct way. "Natural" to whom? Best for whom?

Facts About Teachers' Wages.

Mr. Charles O. Dewey, President of the New York State Teachers' Association, has asked Principal William McAndrew, the editor of THE SCHOOL JOURNAL'S department on the "Professional and Financial Side of Teaching," to figure out where the rise in cost of living has left the teachers of New York State. Mr. McAndrew has called together the standing committee on condition of the teacher. The two following circulars describe how the work will be done.

NEW YORK STATE TEACHERS' ASSOCIATION.
December 10, 1906.

DEAR FRIEND:

Your aid is requested in enabling the association to report the actual condition in which teachers are called upon to

work. During the past eight years the cost of necessities of living has increased to such an extent that the teachers' dollar will purchase scarcely three-fifths of what it would buy in 1898. Our committee on the Financial Condition of New York State Teachers should make a report at the annual meeting of the Association at Syracuse, December 26 to 29. In order that this report may represent actual conditions, you are earnestly requested to send to the chairman of the committee, Mr. William McAndrew, Washington Irving High School, 34½ East Eleventh Street, New York, the enclosed blank, carefully filled out.

In order that the information might be as fully up to date as possible, the inquiry has been made as near to the date of the meeting as could be done. In order that the information may be used, it must be mailed AT ONCE.

Feeling that you will be glad to assist in an accurate report upon the condition of our teaching force and thanking you for co-operation, I am,

Yours truly,

C. O. DEWEY.

President N. Y. S. T. A.

To WILLIAM McANDREW, C. W. BARDEEN, WILLIAM L. ETTINGER, JOHN H. HAAREN, CHARLES F. WHEELOCK,
Committee on Financial Condition of Teachers, 34½
East Twelfth Street, New York City.

GENTLEMEN:

1. My name is.....
2. My address.....
3. City, town or post office.....
4. My educational position is.....
(Teacher, Elementary School, High School, etc., Supt. etc.)
5. In 1898 the yearly payment for filling my present position was \$.....
6. For 1906 the yearly payment for the work of this position is \$.....
7. The gross increase is [subtract amount (5) from amount (6)] \$.....
8. The per cent. of increase is [divide amount (7) by amount (5)] \$.....

The above facts, if received in considerable numbers from a sufficient variety of places in the State, will permit of valuable generalizations. Nearly every one now teaching can give information on lines 1 to 8. If, in addition to that, the committee can get the assistance of those specially interested and in a position to get accurate figures, the following data will be of great value. Returns, however, should not be delayed if item 9 cannot be speedily reported.

9. Increase of salaries in locality named above:				
(a)	(b)	(c)	(d)	(e)
POSITION	YEARLY	YEARLY	INCREASE	%
	PAY 1898	PAY 1906	(d) DIVIDED BY	(b)

General per cent. of increases: Divide the total of column (d) by the total of column (b).....

10. General remarks, suggestions to the Committee, etc., may be written on the unused space of this sheet.

Votes for Compulsory Education.

On December 6 the people of Asheville, N. C., held a special election and declared in favor of compulsory education for all children from eight to fourteen years, and for the unemployed from fourteen to sixteen years old. The new law carries with it a \$30,000 bond issue for new buildings and five cents additional tax on each \$100 worth of property, and thirty cents on each poll for running expenses, making the whole tax for schools, city and county, fifty-three cents on the \$100, and \$2.20 on the poll. The bonds will be sold and the new buildings erected as early as possible, so that the compulsory feature of the law may be made effective. With the exception of West Virginia and Kentucky, where they have State laws, compulsory school attendance is a new thing in the South. So far as is known, this is the first time the matter has been submitted to the vote of the people. Doubtless

other cities and States will soon follow the example of Asheville. A sentiment in favor of compulsory attendance is pervading the whole South. The principal forces back of the movement in Asheville were the Junior Order of American Mechanics, the labor unions, the superintendent of schools, and the teachers.

The Atlantic Union.

The "Atlantic Union" is a British social organization for the purpose of enabling Colonials and Americans visiting England to acquire a more intimate knowledge of English people and their customs than it is possible to gain by residence at an hotel and casual visits to the ordinary places of interest. Since its foundation, by Sir Walter Besant years ago, it has received the support of many eminent members of the Houses of Parliament, the learned professions, and those distinguished in art and science. During the summer months a comprehensive program is arranged, including visits to the Houses of Parliament, the Cathedrals in and around London, the Universities of Oxford and Cambridge, the principal public schools and places of historical interest, together with many social functions in London.

Ladies and gentlemen from America and British Dominions who are making a temporary stay in Great Britain and Ireland may be elected temporary members for one fortnight without fee, on introduction by a home or visiting member. These should at once register their names at the Hon. Secretary's Office, or send the application form fully filled, in order that they may be included in the invitations for forthcoming parties. Invitations will only be sent *after* the visitors themselves have made written or personal application to be elected temporary members of the Union.

The objects of the Union are:—

1.—To draw together the various English speaking peoples.

2.—To strengthen the bond of union by the formation of the ties of personal friendship among individual members.

The home members who have the opportunity of offering personal hospitality, or who by reason of official position are able to arrange that the Union's guests shall be included at functions which they control, are invited to help the objects of the Union by doing so.

The Union draws up every year a program of social functions, including dinners, receptions and "at homes," evening parties, lectures, concerts, personal conduct of parties to places of interest, and (with the co-operation of various scientific, literary, and archeological societies in the country), evenings or days of interest to specialists. The Committee arranges for the introduction of visitors to members. The latter will understand that it is desirable, above all, that their friends should not carry away with them ideas of English life and the old country solely from the hotels, while for their own part, they will learn the points of view, often widely different from their own, of the visitors from across the seven seas.

There are two classes of members, viz.: Home members and visiting members. The guests (or temporary members), must become visiting members if they wish to continue attending the gatherings of the Union when their temporary membership has expired.

President Roosevelt has appointed former State Supt. Charles R. Skinner, of New York, Assistant Appraiser of Merchandise at New York.

The Social Education Congress at Boston.

There is force in the suggestion made by Dr. Washington Gladden at the Social Education Congress in Boston that the capital defect of society is the tendency of the family to shirk its functions. He points out the fact that all the work of protection now performed by courts, sheriffs, police, fire and health departments, and the movements which tend to socialize the community, such as the work of our educational and religious institutions, was evolved from the family, and while its original functions have since been handed over in large measures to other agencies, the family is not released from responsibility for them, but must still remain the vitalizing, energizing force behind them all.—Springfield (Mass.) *Union*.

The Social Education Congress.

[Editorial in the Boston Pilot.]

Governor, mayor, and school officials joined in welcome to the Social Education Congress, which met in Boston last week, and in which experts discussed every phase of the training of youth into intelligent and efficient citizenship.

There was notable modesty among our American educators, and the prominent business men who joined them, in happy contrast with the young self-satisfaction which used to mark us all even a few years ago. The fact that, notably in the matter of industrial training, we have much yet to learn from the countries of Continental Europe, was freely admitted. Frank A. Vanderlip, vice-president of the National City Bank of New York, declared manual skill plays no part in American command of the world's markets, and that the abundance of raw material, magnitude of production, and ingenuity of machinery on which it rests, form a most unstable basis for a world power. Germany is our most dangerous rival, he added, because of her superior workmanship, due to her system of education; and he would have organized capital and organized labor in America unite in adding trade schools modeled on those of Germany to our educational system.

The Congress is sure to accelerate the development of the work begun in the United States in our textile and agricultural schools, and our high schools of commerce. Heretofore, young men of ability have been possessed with the idea that to prove it, they must join the already well filled ranks of the learned professions; that a high quality of brains has no proper play elsewhere. Gradually, we are becoming dispossessed of that notion, which has been responsible for so many lamentable failures in life.

The department meetings had every one its interest for the specialist; but the meeting of Sunday night, one of the best attended of the entire Congress, was of universal interest. "Conscience" was the topic. No lover of his country would feel any pleasure in forecasting its intellectual and commercial supremacy if he foresaw not also the high character of its people. As President Munroe expressed it:

The golden thesis common to all the addresses we have had during the week is this—that the final and supreme purpose of all education is to prepare youth and to lead youth to a knowledge of, and to a love for and obedience to God and to the laws of God. If the splendid ideals of preserving the health of youth and developing the physical side of youth were carried out without developing the moral side of youth, we should breed a generation of magnificent animals, who would pull down and trample upon our splendid fabric of civilization.

One speaker claimed that Nature itself teaches morality, the necessity of co-operation rather than conflict, and this springs out of the recognition of the human brotherhood. The big and little kings of finance, and the envious poor men who would stop at nothing to get in line with the rich,—but who shall count them?—have evidently learned not from the beneficent Nature of this speaker, but from the Nature "red of tooth and claw" better known to the ordinary observer. Why is the co-operation of brotherhood better than the ferocity of rivalry if there is not a Divine command for the former?

President Stanley Hall suggested honor as capable of being made the dominant element in controlling life—but he granted that it might be easily perverted.

Archbishop Coadjutor O'Connell took up the word from President Munroe, that the body, the mind, and the hand should not be, "and fortunately in most cases cannot be," educated without educating the soul. The Archbishop admitted no exceptions. We quote here but a few sentences of the candid and forcible address which we give in full elsewhere:

Neither the consideration of health, nor honor, nor the welfare of others, nor the elevation of self, singly or altogether, will ever be found sufficient at all times and in all men for right moral action. No one of them, nor all of them, can be urged, therefore, as universal motives. They will work at times, and they will produce effects momentarily and upon a certain high character of humanity they will be effective for long intervals. Many of them will not reach at all that class of humanity which most needs elevation. At best, therefore, they are partial, temporary and insecure. There is but one great universal power which never fails—the thought of God.

The Archbishop's address was heard with respectful attention. He expresses what a vast number of educators deeply realize. No means of making this conviction profitable to the heterogeneous multitude of our youth in the public schools, with perfect justice to every creed, has yet been devised; tho tentative solutions have been from time to time suggested. It is much, however, that a representative of the most experienced of Teachers is invited to set forth her well-tried and fruitful methods, at a Congress of teachers representing for the most part a system which, tho frankly undenominational, shrinks from being atheistic, and is fain to check the growth of grafters, socialists, and evil livers in our land. The need of religious teaching of some sort is generally admitted. We have a Religious Education Society made up entirely of Protestants. Reducing all religion to a common denominator will not meet the need. But in persevering discussion and effort, in the spirit of the great Lincoln, "with malice towards none and with charity towards all," a better way will be discovered.

Reaction Against Indolent Politics.

An important factor of American government is the factor of education and of the development of political character and industry, effected thru congresses of educators and of civic reformers, held almost every month in the year in some part of the United States. The recent convention of educators in Boston supplies an illustration of the beneficent influence of the intelligent and thoughtful on the general public.

The Boston Convention was particularly strong in support of technical education and it developed scientific reasons, moral and economic, for the expansion of technical schools, which for several years, has been strongly urged in these columns. If we

waste child life in frivolities; instead of diverting it to joy in productive work; if we allow brutal sports to dominate the high school and university we are unconsciously doing our worst to pervert the productive power of young people and to injure both their moral and industrial characters. Every aptitude that is capable of productive development, neglected by a defective school system, is so much subtracted from the total power of the community. There is no doubt that to-day 33 per cent. of our power is wasted because of defective systems of education. Conscience, character, and intelligence are more essential in teachers than in any other section of our community, only excepting the home.

The Boston convention went into many phases of the industrial and social problem. Stanley Hall of Clark University spoke on "Conscience from the Standpoint of Health" and especially reprobated the two moral standards which are often in evidence, one for Sunday and one for the shop, one for man and one

for woman; one for business and one for politics. The number of so-called "respectable" people whose word is thoroly good in business and thoroly bad in politics, is increasing. Archbishop O'Connell spoke on the importance of religious faith.

Legislation in this country is effected indirectly rather than directly. This fact was illustrated in the splendid conversion of the Senate on railway rate regulation—a conversion led by a political evangelist in the White House, who accurately divined public opinion. The education of public opinion along the lines of conscience and intelligence, is greatly promoted by the various Congresses of religion, politics, and education which are held from month to month in this country. We need more agitators who wisely interpret the needs of state and nation. The first duty of thoughtful people in Maine is so to arouse public as to evoke some powerful man of the Roosevelt type in the nearby Maine Legislature.—Lewiston (Me.) Journal.

Application of Health Education Principles.

By ELLEN H. RICHARDS, Laboratory of Sanitary Chemistry, Massachusetts Institute of Technology.

[Reprinted by permission from the proceedings of the Social Education Congress.]

Journeying on some distant planet we might come to a wide river with swift and deep current flowing between steep banks. We might find it the custom of the villages on the farther bank to hold, month by month, or year by year, high festival to which all the inhabitants on the hither side resorted. From time immemorial they had crossed in dugouts and on rafts, men, women, and children, and every time *some* had fallen into the water and had become chilled so that their pleasure was spoiled or their limbs crippled for life. Every time some raft had capsized and the weak were drowned. Many times the current was too swift and strong and the canoes were carried far down stream, so far down that the festival was passed before they could toil back with the canoes on their shoulders.

As we look, we wonder at this waste of energy and life, and we pity the ignorant, helpless people until, glancing to the right we see, across a narrower part of the stream, a slender bridge with a few travelers. We learn that a thoughtful and venturesome group had stretched across a vine cable scores of years before. Followers had added one improvement after another until a comfortable crossing was provided, but each person must go on foot and each must climb the bluff to the end of the bridge. But this done, the traveler was perfectly safe, for the side cables formed a channel from which no one could fall accidentally.

Yet we see very few travel this way. Most prefer the risks of the unwieldy rafts. They have companions with laughter and song, and if one goes over all go together; and if they do float down stream and run into another loaded raft, and send all its living freight to the bottom—what matter! It is fate—it *has always happened*, the river has always exacted its tribute. It is too much trouble to climb the long slope to the bridge; it means starting early and walking all the way. It is not worth it. Besides, is it any safer? "They say one could cross that way and have a good time and enjoy the festival, but then who knows if it is any better?" And so they laugh and dance and sing, and whenever one of the bridge travelers comes to urge them to take the safe way, they reply, "The raft is good enough for me. If I hit my neighbor's raft, why—he should have kept out of the way." So they will not help to build a wide and strong bridge over which wagon loads can go.

Some visitors with X-ray eyes coming from Mars or the moon might stand on the balcony of one of

our skyscrapers and watch the stream of *our* people about their daily work and note the masses living in the midst of their own debris, dirt ground up in the street, dirt swept out of shops and houses into the streets, uncovered ash-barrels allowing ashes and paper to be caught up with every whirling gust and perchance landed in offices and sleeping rooms a mile away; he might see long dresses sweeping up tuberculous sputum, shoes smeared with germ-reeking mud, carrying a load into each shop and house visited. He would certainly see children with tonsillitis and diphtheric tendencies freely handling objects after fingers had been in contact with nose and mouth. He would see waiters in restaurants behaving in like careless manner. He would see well-dressed, intelligent-looking persons coughing violently in a crowded car. He would see food cooked and served in dusty, ill-smelling places. He would see the crowd following each other to have a good time regardless of conditions. He would marvel at the imbecility of a people who would permit such causes of illness as the hundreds of physicians and nurses and the palatial hospitals showed him were prevalent. Were they *all* so blindly ignorant and stupid, he would wonder: were there *no* leaders, none in whom the people had confidence!

If this stranger turned to universities and research laboratories, he would find a considerable body of useful knowledge lying on the shelves and in incubators, but the discoverer does not consider it *his* part to build the bridge, to lay a moving sidewalk on the slope in order to make it easy for men to rise to the level of the bridge.

Just as the Church for centuries burned or excommunicated the heretic philosophers who dared say that the earth moved, that it was not the center of the universe, so academic circles have too often excommunicated the scientific thinker who dared to apply the knowledge gained in pure science to the relief of the people's ills. Yet what is the value of knowledge except to make man better?

Altho science has triumphed in demonstrating the relative unimportance of the earth, the companion idea that man was an exceptional part of nature and exempt from the laws of nature, that he was a law unto himself and a ruler of all things, has survived in a latent, subconscious form, so that it is most difficult to persuade those who have not been scientifically trained, that man's power lies in his *understanding* and *applying* nature's laws, and not trying to oppose them.

Many-Sided Interest: How the Library Promotes it.

By JOHN COTTON DANA; Free Public Library of Newark, N. J.

I believe that libraries are for scholars; that they should supply the material which studious and thoughtful men need in pursuing their studies and ripening their thoughts. In libraries the lamp of learning should be kept always lighted, that here men of study and reflection—the guides we must always come to at the last—may relight if need be their several torches.

I believe that libraries are for delights, and should contribute directly to the happiness of their people.

I believe that libraries are for other purposes also. I wish now to set forth my belief that libraries should serve as incentives and stimulants; that they should try by all proper methods to increase the interest their constituents take in the world they live in; to the end that those constituents, the people, may find that the library they have set up has helped them to become broader, more generous-minded, better balanced and more able and willing to work for the common welfare with their neighbors—with their neighbors who are both their fellow-countrymen and their fellows of other countries. The library should be a mental irritant in the community; it should help to make the old fresh, the strange tolerable, the new questionable, and all things wonderful. I believe this because I think most people are too well satisfied with their own narrow lives, and do not take interest enough in the life about them; if they took more interest in it they would understand each other better, would work together better, and would make this a more peaceful, more effective and happier world.

Let me restate this ancient creed in another way.

A secret happiness is accomplishment. This is as true of a people as a person. A people's power of accomplishment is their social efficiency.

The secret of social efficiency is voluntary organization: not governmental organization, which is compulsory, but the free organization to which we chiefly owe our industrial development, our esthetic, our social, and our religious life.

This voluntary organization is voluntary co-operation,—to restate it in terms which make prominent its essential points of skill, free choice, and mutual aid.

The secret of co-operation is enlightened sympathy. Not pity, not condescension, but kinship of thought thru feeling, thru the good will which accompanies a clear understanding of the views of life, the prejudices, the creeds, and the aims of others.

The secret of sympathy is likeness in custom, ideal, and aim. How and why sympathy springs from similarity in manners, morals, and purpose is still a secret; but we know that we work gladly and well with those whose manners, tho they differ from our own, we are wonted to; whose ideals, tho they differ from our own, we know are not bad, whose ambitions, tho not ours, we find lead to no harm.

The public library, like the public school is the product of mutual aid, of a co-operation primarily voluntary. It is in turn itself a factor, and as such adds to social efficiency not by teaching directly how effectively to organize and co-operate, but by promoting sympathy. It exposes to many the similarities between manners, ideals, and aims which seem at first quite dissimilar. Government, diplomacy, war—these are on the surface in our relations, with other nations, for example, the Orientals. These superficial international relations point to a substratum of individual ignorance, narrowness, and selfishness. We first ignore, then despise, then fear, then hate the alien. But contact opens our eyes. We soon find that tho his manners are strange they are harmless;

that tho his ideals are curiously expressed, they are high; that tho his aims are not what we inherit, they are worthy. Then we applaud, we sympathize, we co-operate,—and peace is here.

The native antagonism of races is as I have said; an exaggerated form of the personal antagonism which is at large among us, and among all other peoples, and always will be, until knowledge begets sympathy; and diversity of forms in manners, ideals, and aims is no longer taken for diversity in substance.

The library, in its efforts to expose to its constituents the likeness of their aims, customs, and morals; finds that as the secret of ignorance is indifference, so the secret of knowledge is interest. This secret is more important to library than to school. The school can compel to knowledge; the library must allure to knowledge. The schools are for educible young; the libraries are for persuadable old. The child is in the age of observation, acquisition; and change; the old are in the age of knowledge, conviction, and creed.

How then,—and this is the library's question which is always waiting for more fullness of answer;—how can the library arouse in its people an interest in the wide world? How can it prove itself the proper inheritor of the efficiency of the Athenian Gadfly? How make its supporters feel that this world is full of the permanent possibilities of pleasure? How make them realize that tho wisdom linger when knowledge comes, without knowledge wisdom will not stir abroad? How show them that to be interested is to be laying up knowledge? that to have a many-sided interest is to have sympathy and willingness to co-operate? and that will follow skill? and that he who has power and will to co-operate has acquired a social education?

The good book is alive. A gathering of good books is an organization of the wise. Any library may stand idle, but every library has infinite capacity for good work. The library can hold its books to the simple task of giving strength, incentive, and guidance to the few who spontaneously seek them; just as the school can wait upon the call of the student who comes and asks its aid. But the library may also awaken interest and stimulate inquiry; just as the school summons the indifferent to its tasks by making plain the pleasures and profits of the knowledge it can give. But the school can also command attendance and compel study; while the library can invite and attract, but no more.

It is in the wide range of its powers, the variety of its profferings, and the number of its constituents that the library finds its advantages over school and college; and these same advantages assure the success of its efforts to add to the interest of life.

But first it must make known its powers. It is under the burden of misapprehension. Books were formerly for the bookish only. The bookish formed a class apart. They were literary in the old sense of the word. From those days comes the feeling that a public collection of books is a collection of literary books useful chiefly to the professed student of books and to the reader of *belles-lettres*. In my town a library can openly follow its mission for seventeen full years, and an active man of affairs in the town can still express surprise when he learns that his library will gladly answer his inquiries, to the full of its abilities, about the price of books, the choice of books, or the tests of wood-block paving. The instance is typical. The fact is told a thousand times yet it is still known to but few, that while the library is for students and readers; it is not for them only

but is also for the daily use of every citizen. Just what this will mean in the life of our towns and cities, when all are awake to its possibilities, it is impossible to say. I am sure the librarian will then look on its figures of books lent as even less important than he considers them to-day.

First, then, I repeat, the library must make itself known, and it must make itself known, not so much as a library in the conventional sense of the word, as an index, easy to reach and easy to use, of all the facts of life, all the best theories of life, and all the skilfully woven fancies of life.

The newspapers, many of them at least, understand the library better than the librarian. They note that to its shelves come reports of all that the world is doing, saying, and dreaming, and they may well wonder that so little comes from them. The news is a little belated for morning scareheads, it is true; but in fullness, accuracy, and depth it excels. The librarian cannot retail this world-news thru the daily press; but he can bring it nearer to his people than do a few figures of circulation and a bibliography of earthworms. The daily record of the library's additions to the possibilities of profit, pleasure, and wisdom on its shelves should fill a corner of the paper and be found of interest by many. Librarians will know that I am not speaking from experience. Rather, I am prophesying.

The library should be a commonplace to every one. To use it should be as natural when one needs news or knowledge, fiction or fact, as it is to use the trolley when one needs transportation.

The telephone is the mutual friend of all. It is a great leveler, and it adds a million strong-threads to that great social fabric which we are all trying to weave. It brings the library, in a sense, to every fireside. That its use between the people and their books has been so little is another indication of the academic remoteness of the library. Having found by telephone that the book, pamphlet, journal, catalog, quotation or what not is in the library, the inquirer should be able to have it quickly brought to him. Private enterprise delivers its goods; a public institution can well imitate this example as far as means permit.

The newspaper and the telephone bring the library into the every-day world. The newspaper—I am repeating my prophecy—shows from day to day how the library gathers the best that is done and thought and said in the world in every field. The morning paper says that Peary failed; the library soon will have in its books the story of the successes of his failure. Santos-Dumont flies; Herculaneum is to be excavated; the English soap trust dissolves; Japan floats a ship of war;—these are the morning's notes. Later the library offers the same, in book or journal, carefully considered and set in proper relations. Of each of these and ten thousand other things a few wish to know the full truth. So far as the library gets full and careful chronicles it should let their coming be known. To do this requires scholarship, of which our libraries have not enough. But parenthetically let me say that they never did have enough. Many of the old librarians were readers, few of them were students. They cultivated the muses; but the muses did not respond. Their admirers mistook a cheerful literary geniality for high converse and apt reference to the learned for learning itself.

Often it is possible for the library, by note, or postal, or brief list, to send to the one or the few in its city that word about book or journal which is just what he needs. In time the organized special information work of a public library will be very great. Many will ask for what they need when they need it. Many will ask, also, to be told when that which they need comes to the library shelf. Private enterprises

can clip you the notes you wish from a thousand journals as they appear. Surely a public institution, for a moderate fee, if need be, can furnish notes of books and articles on special subjects.

If you say all this is informing the library's constituents and not interesting them, then I have not made my chief point plain. The library contains information, more or less full and recent according to its resources, on every subject that every person in its city finds it interesting and profitable to know about. And if there is any subject which would interest any of its people did they chance to hear of it—about that subject also the library has information. Now, given a storehouse like this, if it make itself widely known for what it is, present interests will be fed, new interests will be aroused.

I am aware that these remarks smell more of commerce than of the lamp. The old-fashioned student, if he heard them, might well ask where he can find, under the conditions I suggest, that old-fashioned library with its penetralia perfumed with emanations from ancient volumes in which the old-fashioned librarian pores over books that are books and joins with inquiring spirits in peaceful dialog. Let me say to this that I began with the axiom that libraries are for scholars. Then let me add that every library, even tho the rumor get abroad that the active motion within it has penetrated the places some would wish reserved for the spirits of the dead and the meditations of quietists;—every library, I say, no matter how grievously awake and sinfully modern it may be, can furnish a quiet corner for rumination. Every librarian delights in its readers. If to any the old books and a place apart are of the essence of library enjoyment, these the librarian can provide and will with pleasure.

Then let me add that the disturbance of that fine quietude which old folios, disintegrating leathers, ancient dust, and venerable readers typify, by change, newness and restless use, is not a new thing. Had Caesar perfected for Rome the great public library he planned it would not have been an abode simply for the ancient browsers of the day,—unless we are quite mistaken in our Caesar. When all the libraries of Rome rejected Ovid's books as not fit for their readers, the wits surely had their joke about silly and presumptuous censors of morals and the passing of the good old times when libraries let the wise choose their own reading. The latter-day librarian, one says, is too commercial and talks too much of methods of persuasion and conducts his place as if readers were not born, but made by advertising. Well, the Ptolemies ransacked the world for books and then that these might not uselessly lie idle provided food and lodgings for the readers they invited! To this, with all its modernity, the American free public library has not yet come. Lipsius asked, three centuries ago, why gather books if they are not to be freely used? Mazarin, fifty years later, was proud to open his library to all the world without excepting a living soul. These, mind you, are ancient ideas, not new ones. And it is cheering to feel that the librarian of to-day is awakening at last to their full import.

The library, then, should be accumulative of books; hospitable to students; a sedative for quietists, and provocative of interests,—and the last is not least. To be stimulating it must be known, easily reached, and by post and telephone easily bespoken.

The rest of my argument is not so easily set down. I wish to touch in a few words on some of the activities which, in harmony with the thought that a people's books should broaden and multiply that people's interest, emanate from or find their first movements within our modern libraries. Again I do not speak from experience or from the history of any one

library. I say simply that things like these are done in this, that, and the other village, town, or city; not all in any one.

A lecturer of note is coming; a famous opera is revived; the art of printing is discussed; the river front is to be redeemed; the smoke nuisance is to be abated; the library sets forth in newspaper or special list the best and latest writings on each and every one of these topics.

The town needs a museum of art, of science, of local history; the library is among the first to note the fact; by letters, lectures, and references to appropriate books and pamphlets it brings the need home to the few best fitted to consider their advantages and opens a corner in the library to the humble beginnings of one or all of them.

Foreigners, knowing no English, flock to the factories. The library calls in the children, and gives them the English books they ask for; thru them it attracts the parents; learns that the latter wish to read of their new country in their own tongue; finds that there are no books in foreign languages which simply and briefly describes us and our ways, and sets to work to have them written.

Posters about the library go up in railway stations, trolley cars, and other public places.

Lecture courses are given in library halls and at them the library's appropriate books and lists thereof are shown and distributed.

Children whose homes are without books, ideas, or reading habits are taught the pleasures of literature by wise story-tellers and skilful readers.

Branches are set up here and there in cities; books are sent by the basketful from the village library to country cross roads; open cases full of books are put in stores; tiny libraries are sent to homes in remote corners of the city and to lone farmhouses among the hills; library agent tours a State, enlightens, interests, instructs, and exhorts by turns in every village and town—all to the end that more may find pleasure and profit from books and thru them multiply their interests, moderate their prejudices, and broaden their sympathies.

In due course every school-room becomes a library, every teacher a librarian, and every pupil is encouraged to form the habit of reading good things and collecting ideas.

The library displays collections of beautiful things. The sciences and the trades also are shown, and the library becomes now a miniature museum of some industry, now of some art.

The story could go on thru many other details; and you may think it strange that one ventures to say it is not enough. In answer let me say that for all our eighty millions we publish few of the best books, we do not maintain properly a single weekly or monthly journal of high scholarship, we are self-centered, unduly prejudiced in our judgments, and are thoughtless and clamant hero-worshippers. Our published utterances are what we should expect. Out of the conflict between them come many sparks of wit, but these rarely flame up into the clear light of sound learning. We need to feel that others also think, and think with care and with background of more learning than is given to many of our people to acquire. In the libraries are the books of the wise; the very souls of the wise. We are all learning to read; perhaps the library will in time learn how to induce more to read the best. If many read the best, interests will multiply and deepen and, if Herbart was not mistaken, broader views will be taken and wiser councils will more often prevail.

Our Lindsay Swift laments the day "when the cry went forth that the librarian must be a business man and not a scholar." The edge of his kindly wit is turned a bit when we recall that he is himself in the library business; and we feel that so long as libraries find his like useful, scholarship is not forbidden

among us! Also we may take his humor with better grace, if we remember that while many may refine subtly on the violin, flute, and other tender instruments, for a complete orchestra one at least must beat the drum. And, once more, it had been a sad day indeed if the cry had gone forth "that the librarian must be a scholar and not a business man."

Thru all this paper I have assumed, what librarians know quite well, that in a library's books are found all the interests of life; I point my story once more by saying that it is one of the library's duties to make known to its people that this is true; and that in their books are all the thoughts and deeds and dreams of all men, and that thru these their books they may get the broad and wholesome view of things.

If I speak too much of the art of making things known to others, of helping others to find that this is an entrancing world of wonderful deeds and charming fancies and humorous contrasts, and if I say too little about our own shortcomings, I do not regret it, for I confess I am just now beating the drum. A sentence of Pater's, which I paraphrase, may help you to see my point of view. "To his pious recognition of that one orderly spirit—scholarship—which diffuses itself thru the world and animates it, the librarian adds a warm personal devotion towards the whole multitude of the old gods—the good books—and one new one besides—utility—, by him we hope not ignobly conceived."

Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December, 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

December 26-27.—Eleventh Annual Meeting of the New York State Science Teachers' Association will be held at Teachers College, New York City.

December 27, 28, 29.—Missouri State Teachers' Association will hold its 45th annual session at Moberly, Missouri.

THE SCHOOL JOURNAL

WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

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The Social Improvement of Grammar School Graduates in Business Life.

By E. A. FILENE, Boston.

(Address at Social Education Congress.)

Ninety-five per cent. of the children in the United States finish their school life by the time they are fourteen years of age. A large proportion then enter business without having any special preparation for the work which is before them.

When we consider their age and previous experience, we find it extremely difficult to outline a practical plan for training them to succeed in business and to become useful members of the community—that is, a plan which can be carried out by a business house under its own roof.

Many business houses all over the country are trying their best to grapple with this problem; some with more success in many directions than our business has attained. Yet I suppose that this subject has been assigned to me because I am a member of a co-operative association of employes and employers, and a member of a firm which has been attempting to meet this question, and that for this reason I ought to deal with the subject largely from the standpoint of the concrete experiments we have made.

In our store we have tried to study this question with great care. We find that when a boy comes to us at the age of sixteen (we take none younger), he has usually been out of school for two years and has held four, five, six, or even more positions during that time. He has too little power to read, write, or speak correctly, and has learned almost nothing of practical values since leaving school. He lacks initiative and has little sense of personal responsibility. He does not realize that for him the business house is a substitute for the high school, and that if he is to continue to grow he must study his work, during business hours, and make good use of his time outside of business hours.

Our problem is then: How can we take the youth who comes to us with these characteristics, and train him to succeed in business and to develop power of social and civic service?

In our business we say the conditions of success are:

First—Good health.

Second—Straight thinking.

Third—Hard work.

If I am right in thinking that these three conditions are, broadly speaking, also fundamental to the best training for the broadest social service that can be given grammar school graduates, then it may be well to inquire what can be done in business life to secure them.

With us the effort in this direction is made partly by the firm and partly by the employes themselves.

The firm employs a welfare manager, provides a clubhouse for the use of employes and carries on educational work which is designed to increase the usefulness of employes and thus develop a competent force.

The employe, with the aid of the welfare manager, carry on various club activities, many of which are educational in character.

The employes work thru the store co-operative association, which includes in its membership not only all subordinate employes, but all of the store executives and the members of the firm. In this association each member has a right to vote for the officers and to hold office himself, if elected; the right to vote on every rule governing employes in the store; and the right to propose any measure

which he believes will improve conditions in the store and to urge its adoption.

It is not necessary to describe here all of the work that is done by the co-operative association; or to distinguish between the work done by the firm and that done by the association.

I shall merely refer briefly to some features of the work in order to suggest what we believe should be done for the social improvement of the younger employes.

We believe that the foundation stone of all good work is sound physical health. This is true, not only in schools, but in stores, factories, and large business houses. I am confident that in the future these institutions will all place far greater emphasis upon it.

In recent years the public school authorities in many of our cities have paid an increasing amount of attention to caring for the health of both teachers and pupils in the schools. They have provided oculists, physicians, dentists, trained nurses, and other specialists to supervise the health of the public school children. They have equipped many of the schools with baths, gymnasiums, and lunch rooms, and have given the study of physiology and hygiene a more prominent place in the school program.

The time has come, however, to make these provisions general and of more importance in all our public schools. Expert medical supervision of the primary and grammar schools especially needs greater extension, for most of the grammar school graduates who come to us have as yet little or no knowledge of the simplest laws of diet and hygiene. More than that, almost every teacher in the grammar and primary schools, and in the kindergarten is confronted by this problem of health. Teachers concur in the opinion recently expressed to me by one of their number, that this question of health is a blank wall which in many cases stops much of the progress that might be hoped for in the lower grade schools.

After all, it is very easy to find fault with the public schools; which are, in truth, fundamentally responsible for only a part of what they are blamed for.

Each community will have as good schools as it deserves, that is, as good schools as the citizens demand, and fight for. Nevertheless, the time has come when what is taught; and how it is taught, should be reconsidered, and reshaped in the light of the use to which it is to be put.

Even after the school has done its full duty in caring for the health of the children, there still remains a large share of this work for the business men to do. We find that the physicians employed in our store have helped to cure many troubles; which might have proved serious had they been neglected, as they usually are by employes when a physician cannot be reached easily and cheaply for consultation.

Many factories and business houses in all parts of the country have found that it pays to establish baths, rest rooms, and gymnasiums as a part of their equipment, and to train their employes in the use of these facilities. At the plant of the National Cash Register, for example, the employes stop work for a recess in the middle of the forenoon; open the windows and devote ten minutes to light gymnastic exercises,

In our store the co-operative association conducts a lunch room in which employes can obtain nourishing food at prices that are as low as they have been paying for much poorer food at lunch rooms outside.

It employs a doctor, a dentist, an oculist, and a trained nurse, who can be reached easily for consultation during business hours.

It provides rooms for rest and recreation during the noon hour and an emergency room which can be used in case of accident or sudden illness.

And it creates an insurance fund which gives sick and death benefits to all who become subscribers.

Members of the association are encouraged to suggest any measures which will improve the conditions under which employes are required to work; and thru the executive council, which is elected by the entire association membership, they can vote on the adoption of such suggestions. In this way every one in the store, whether an employe or a member of the firm, takes an active part in building up and caring for the physical health of the entire force.

We are also working to develop efficiency in business, trying to teach our employes how to work intelligently—to think straight.

There is a course in salesmanship which every member of the sales force is required to attend.

The subjects taught include: Store policy, outlined in a series of monthly talks by members of the board of managers.

Textile and style talks by our own buyers, and other experts, who discuss textile fabrics, including cotton, wool, linen, silk, etc. These talks are illustrated by collections of specimens, showing the raw materials used in making the goods we sell, the process of manufacture, and the chief characteristics of the finished product.

Store system, in which our executives describe the organization and inter-relation of our various departments, outline the systems which are in use, and point out errors and mistakes which need to be corrected and guarded against.

Outside speakers are also invited to address us on matters pertaining to salesmanship or co-operation, or other subjects of general interest.

We have also tried to teach color and line harmony, and even had a class and general lectures on elementary psychology.

I am going to venture the opinion that we get more out of the same amount of work than do the schools, because the boys and girls know that all their study in the store may, or will be of use to them in bettering their wages or their position, and therefore most of them desire to learn.

If this is so, as I firmly believe it is, it points out one way of increasing the efficiency of our grammar schools. If these schools can inspire a desire to learn on the part of the pupils for the same reason that this knowledge is likely to be of definite use, then a long step forward will have been taken.

It is possible to allow a valuable subject to be studied in such a way that the mental energy and the will power of the student will be diminished, rather than increased thereby. And it is, after all, this mental energy, this will power, which is the important product of any school.

I remember saying at a conference some years ago between business men and teachers of the lower schools, that it did not seem as important to us business men what was taught, as how it was taught, and if teachers could turn out for us graduates who had been trained to connect rationally cause and result as far as was possible for boys and girls of that age, I had no doubt that we should be able, far more easily, to teach what was necessary for them to know for business success and in much less time than the schools could teach it.

One of the most definite efforts which we are making to increase the business efficiency of our younger employes is the work carried on by the Young Men's Educational Club. The stated aim of this club is "to help our young men to succeed in business and to provide recreation opportunities for them."

The Club meets once or twice a week, under the leadership of several of the buyers and store executives. It has a membership including more than half of the younger male employes. There are talks on business training, store system, character, and recreation, etc., and systematic study of language, mathematics, and commercial geography.

The language work includes reading, spelling, and penmanship. The mathematics deals especially with the business applications of arithmetic; all of the problems being chosen to illustrate actual operations in our own store.

The commercial geography is a study of the raw materials used in making the articles sold in our store, the sources from which they are obtained, the processes of manufacture, and the characteristics of the finished product.

The boys take a great deal of interest in this work and they find that many of the topics which they have studied in school become far more interesting and helpful when studied in connection with the work of the store.

The club work was begun only a few months ago, but the boys already give promise of developing the qualities which are needed by subordinate executives in the store. Instead of drifting on to begin again in another store, these boys will be promoted, and if they continue to grow will be advanced to responsible positions.

All these things, however, could be better done, or at least would be greatly helped, by a school for business apprentices—a school that would receive the grammar school graduate soon after he leaves school, teach him to care for his health, give him business efficiency, and help him to become an active, useful member of the community.

In Germany there is a very general recognition of the need for schools of this kind. The Germans believe that every efficient worker, whether in trade, business, or profession, requires a general education, and also technical preparation for the work he is to do. They do not allow grammar school graduates to end their education when they leave the grammar schools. They have established for them a definite system of continuation schools, and every employed youth, boy or girl, between the ages of fourteen and seventeen or eighteen years, is required to attend one of these schools in order to fit him for his work.

We may take the schools of Munich as typical of the best institutions of this kind in Germany. There are general continuation schools in which employed boys and girls who have not yet entered a particular business or trade can continue their general education, technical continuation schools in which youths are trained in thirty-seven different trades, including every important industry carried on in Munich, with the exception of brewing, which is provided for by a more advanced technical school, and commercial continuation schools for the training of business apprentices.

All of these schools are carried on by the public school authorities. Every employed boy or girl is required to attend for three and sometimes four years, and employers are required by law to give their employes the necessary time—six to ten hours a week, depending on the school they attend.

Each pupil is, of course, required to attend the continuation school planned for the particular trade or business in which he has found employment.

The continuation school for business apprentices

is the one which serves best to illustrate the subject of my paper.

In this school pupils are required to attend eight hours per week during the first year, ten the second, ten the third, and six the fourth. The subjects taught are arithmetic, bookkeeping, banking and exchange, business correspondence and reading, commercial geography and the study of materials, studies in life and citizenship, stenography and writing. All the problems in arithmetic are taken from the actual business in which the pupils of a given group are engaged, and personal and public hygiene are given careful attention.

In outlining the work of these schools I have quoted freely from the little pamphlet on the "Technical Continuation Schools of Munich," by Prof. Hanus, of Harvard University. In summarizing the results of his study, Professor Hanus reaches the following conclusions in regard to these schools:

"1. They solve the problem of how to keep under appropriate educational influence during their period of adolescence that great body of youth who are obliged to leave school when only thirteen or fourteen years old.

"2. There is no economic or educational waste. Attendance being compulsory, punctuality and regularity of attendance are assured.

"3. The subject matter taught is well adapted to the end in view, namely, the extension of the youth's education as an individual and as a citizen, and the foundation of professional interest and technical skill in his chosen calling.

"4. Since representatives of the several trades and businesses are on the governing boards of the several schools, technical work should be and probably is determined by the actual contemporary needs of the several vocations represented by the schools."

The work that Germany is doing in her continuation schools should prove very suggestive to Americans. We are spending in this country many millions of dollars each year to maintain our public schools. We do this because we believe that the safety of the Republic depends upon the intelligence of her citizens and therefore it is the duty of the Republic to give every one of her citizens a good general education.

Germany carries this policy one step further, however. She says that the prosperity of any commercial and industrial nation depends very largely on the technical skill of her working people, and that it is the duty of the State to develop this skill in public continuation schools, established for the purpose.

I believe that if we in America expect to compete successfully with Germany, we must train our public school graduates in schools which are similar to the German continuation schools. There is no good reason why work of this kind should not be carried on in Boston during the coming year under the direction of the public school authorities. We have already established a new commercial high school which cares for some of our grammar school graduates. The greater part, however, are unable to attend this school, and have gone to work in factories, offices, and business houses. They should not be allowed to stop their education at this point. I believe that the business men of Boston should invite the School Board to consult with them in regard to this question. There should be no serious obstacle in the way of carrying out some plan for conducting a commercial continuation school in the building of the new commercial high school, and under the supervision of the principal of that school. The classes might be taught during the first year by the high school

teachers; aided by men chosen from among the executives in the various business houses from which the students are drawn.

The curriculum should include nearly all of the subjects mentioned above in describing the German schools.

During the first years the business men of Boston should be willing to provide the funds needed to carry on the work, if this is necessary.

Such schools would be a great aid in stopping the tremendous economic waste that is going on at the present time, because neither the public school authorities nor the business men make any adequate attempt to train grammar school graduates for their life work.

I realize, however, that all of these things about which I have been talking are only a part of the preparation for broad social service. The work which can be done by business men within their own establishments will, it is true, lead indirectly to the social improvement of the grammar school graduates whom they employ.

There are outside agencies, however, which should also be called upon to aid in this work. The public library, for example, can be of great service by furnishing good books for our grammar school graduates to read. But how shall we cultivate a love for good books, and how direct this reading along the right channels? One of the most practical solutions of this question is furnished by the plan which has been tried very successfully in many of our large cities for establishing branch libraries in business houses. Here the boys and girls can find in a room set apart for the purpose, good books and a trained attendant who will help them to select from the large general catalog furnished by the public library, books that will enable them to carry further their study of any subject in which they are especially interested.

These books are delivered free by the public library, and called for when readers have finished with them.

Public museums can also perform a very important service. Take, for example, the Philadelphia museums, of which our chairman, Dr. Wilson, is the director. They have presented collections and specimens to the public school authorities of every important town in the State of Pennsylvania. These collections contain specimens of all of the leading raw materials of commerce, the textile fibers, the food stuffs, the minerals, and the products of the forest. These are arranged in economic series, showing processes of production and manufacture, and each important series is illustrated by photographs especially taken for the purpose and in some cases by colored lantern slides.

If all of the great museums of natural history and art would perform a similar service for the schools and business houses in their neighborhoods, and furnish permanent collections or possibly traveling collections of a character similar to that of the Philadelphia collections, they would give a tremendous impetus to the movement for continuing the education of grammar school graduates in business.

Another agency which we have found effective is the club or society, in which our young people can develop a certain amount of skill in self-government. Among our employes the opportunity for work in this direction is furnished by the store co-operative association and its various clubs, in these organizations every one, from the office boy to the general manager, meets his fellow-members on an equal footing.

It must be admitted frankly that few of the younger employes are prepared to make very good use of this opportunity for self-government. More could be done if the schools from which the children

came had trained them by means of school cities or some other form of self-government. Even without this preparation they in time enter into the spirit of the work and obtain results that surely make for broader social service, but some previous training during the school life would make results come sooner.

Another important factor in the social improvement of employes is the influence exerted by the honesty and integrity of the business men and women with whom they are associated. We state the argument in favor of this contention in a rather utilitarian way to our employes. We say: "If you do mean things or tell a lie to a customer, we believe that there is no reason why you should not treat us in the same way; and when we have lost confidence

in your honesty and truthfulness, you can no longer be of service to us."

It seems to me that the various outside agencies which I have mentioned and the various forces acting from within should work together for the social improvement of the younger employes. We should teach them to care for their health, to make every effort to become efficient in their daily tasks, and to keep before them constantly a high ideal of social service. We should help them to realize that "When work is for the common weal, then work is worship, work is prayer." And when the time comes that these lessons shall have been really mastered, then the social improvement of grammar school graduates in business life will be an easier task than it is to-day.

Self-Government by Students in School and College.

By PRES. W. O. THOMPSON, Ohio State University.

[Address to Social Education Congress.]

The subject selected for this evening, upon one phase of which I have been requested to offer a few remarks, grows in interest as society begins to recognize the school as an ever-increasing social force. Just as modern democracy has widened its horizon and the developmental functions of the Government have been receiving increasing attention, so the school has steadily taken on importance. Whether we like it or not, the school has assumed a very large place in the development of youth hitherto believed to belong to the family and the Church. We may debate to our heart's content the relative place to be occupied by these three great institutions, but in the practical development of society the school occupies a steadily increasing area. The public standards of education and the tendency toward compulsory education everywhere in the country, together with the growth of public sentiment in favor of free text-books as part of the equipment of the school, all unite to make the school-room a training school for citizenship. It is not without reason, therefore, that people are insisting that the school shall be held more and more responsible for the quality of our citizenship. In the presence of this increasing responsibility the problem as to the best methods of training in citizenship is not easy of solution. Self-government in schools and colleges has been looked upon by many as important, because it looks to this end.

As a matter of history we recognize that there has been a steady development in the care and discipline of our schools. Corporal punishment has practically ceased everywhere. The old ideas of government in the public school and the college were largely monarchical. This was probably due to the fact that the teacher was regarded as standing *in loco parentis*. The early idea of the parent was that he was a person whose authority should not be questioned and need never be explained. The parent of earlier days did not feel called upon to discuss the rightfulness of his authority. He was disposed rather to insist that it be recognized. Accordingly, teachers revealed the spirit of the age only slightly modified. The responsibility for the pupil or the student at college was placed upon the teacher by the public, and more or less willingly accepted by the teacher. The private school always made mention of this nurture and care as an attractive feature in soliciting students. Doubtless there have been times when colleges resorted to student government because they knew not what else to do. Certain evils existed which neither president nor faculty could correct. They sought

to shift the responsibility from the teacher to the student, as the parent oftentimes had shifted it from himself to the teacher. Recent years have witnessed a tendency to shift the responsibility for student disorders to the State, by insisting that such matters should be under the direct supervision and control of the police power of the State. This effort emphasizes the fact that students are citizens always and students temporarily; that student life does not in any way release from the obligations of citizenship. It assumes further that students in colleges are of sufficiently mature age to be treated as citizens rather than as candidates in training for citizenship. In accordance with the usual tendency toward imitation, public high schools are emphasizing the same features and relying upon the police power of the State to protect the institution from disorderly conduct. In the lower grades relief has been sought thru the reform school or other especially arranged centers thru which delinquent and defective students are segregated.

This shifting of responsibility, or, as some would prefer to say, this new conception of where responsibility really lies, has given rise to the theory that all children and students should be brought to assume responsibility for themselves, should be encouraged in self-control, and be directed as little as possible. In other words there is a decided tendency to push responsibility farther down. It has long been the cherished theory that where government is least needed, man is most free. If by any means, therefore, we can initiate the principle of self-government early in life, we may hope to reap larger fruits from it in the mature years.

It may avoid confusion in our minds if we keep close to the meaning of our terms. Government is associated with some degree of external force. The State is sovereign only when it can enforce its decrees. Government is effective only when it can do the thing it starts out to do. We think of it in this country as having three different functions—legislative, executive, and judicial. In the legislative function the State expresses its will, in the judicial, it interprets it, and in the executive enforces it. Weakness at any one of these three points is fatal to sovereignty. The sovereignty of democracy lies in the people. Any form of government, therefore, that does not carry with itself the sovereignty of the people is a shadow in fact, whatever it may be in form. The highest expression of sovereignty is the ballot. The age at which the citizen may exercise this duty may be more or less arbitrary. Nevertheless, it expresses the common

agreement that citizenship is the highest honor and the distinct badge of sovereignty in a democracy. So important is this truth that no organization among men may ever have an obligation contradicting the obligations of citizenship without being subject to the charge of disloyalty and possibly of treason. All organizations of men must, therefore, recognize the superior authority of the law of the land. To obey that law is the highest duty of the citizen, and to enforce it is the chief duty of the officer. From this point of view no organization of children or minors can assume the place of the State; nor can it exercise the functions of sovereignty. It appears equally clear that no organization of children may assume the duties or obligations of parenthood or of the Church. The limitations of student government manifest themselves at once. It is noticeable that in all the efforts that have been made in this direction, the teacher, the school, the Board of Education, have not vacated authority, but have, as a concession, granted the privilege of government and control under approved principles as expressed in the constitution and legislation thereunder. In the George Junior Republic, for example, there is a final authority outside of these Junior citizens, so that there is always present the question as to the limit of power and the extent to which such a Republic could coerce one of its citizens. It would seem, therefore, that in all such efforts, praiseworthy as they are, and beneficial as many of the results doubtless are, the process is really one of experiment for the purpose of education. It has brought more emphasis to the pupil or student upon the importance of self-control, cooperation with others, and of obedience to properly constituted authority. In most, if not all such cases, the pupil or student has agreed to the constituted authority and promised obedience. Now these lessons and these experiences are most fundamental in training good citizens. It is not necessary that these organizations shall have the attributes of sovereignty in order to train men and women to become effective units in a sovereign democracy. It is important, however, that in the organization of such efforts pupils and students should clearly recognize the limitations of the experiment. I should say that such experiments are related to the theoretical instruction in citizenship much as the laboratory is related to the lecture, and that the exercise of the duties of citizenship in such a Junior Republic or in a public school was related to actual citizenship much as the laboratory is related to the ordinary business of life.

This training in initiative and self-direction and self-control is important as illustrating the natural road toward leadership. It will always remain true that he who would command successfully must first learn obedience. The supremacy of law is the most fundamental principle in democracy. There can be no ideal citizenship until the law as expressed by the people, has been re-enacted into the consciousness of every citizen with hearty approval. The element of force used by the officer is called forth always by the spirit of disobedience in those to whom the law is merely external. When a pupil or student by his own assent writes into his own consciousness the approval of the law of the school, and has re-enacted it as the rule of his own life, he has taken the most important step in his training for citizenship.

I presume that it will be agreed that the most important element in this experience of student government is the development of the initiative. Of course we mean initiative toward the good, since no school experience is ever assumed to develop or educate the child away from the ideally good. Just here emerges a practical question. We recognize that not every pupil or student develops initiative

power with equal facility; nor do they all incline toward the good as we might wish. The distinction between the teacher and the pupil is here clearly drawn. The maturity of the teacher together with his education is presumed to prepare him to assist others in self-realization. This is impossible until the teacher has developed in himself the power of initiative. Teaching, therefore, at the beginning should aim to direct the pupil and lead him to self-expression. Here we see the application of that universal law to which Drummond called our attention in another connection years ago—that all help is from above. By some means the teacher must get into the estate of the student and together they journey the upward road. This touch of teacher and pupil is the moment for which all other moments wait. This is the supreme moment in teaching in which the soul is born anew. It is doubtful, therefore, whether any self-development has ever been achieved except thru association with others. This association should be carefully selected, as oftentimes nothing is more destructive of initiative than association with the unsympathetic and inconsiderate. The grading of our schools, even the grading of pupils of the same age in accordance with capacity, previous training, and present achievement, recognizes the importance of this principle. The waste of time so often complained of in education is frequently due to an association that fails to take the individual into sufficient consideration. It is not so much that time is wasted as that a teacher is wanting at the moment of opportunity. For this reason there is always danger ahead when any boy or girl is left to the control or direction of his own associates. The inspiring leadership of the teacher is always needed to counteract all possible deficiencies of immature association. From this point of view the legislative authority of pupils and students is a doubtful good. Whether it is ever wise to subject one student to the initiative of another may be seriously doubted. It is to be observed that in all student government the teacher or the authority represented in him is always present. The power exercised is never the sovereignty of citizenship; it is a delegated concession. Legislation can never be approved except when the law expresses the truth. If, therefore, student legislation is to express the truth and to declare the standards of life among students, it needs the supervising intelligence of those who are in authority. The ethical problem involved is somewhat perplexing. Whether teachers and communities may encourage the youth of our land to play at the most serious business that engages in citizenship, may be doubted by many people for the reason that such experiences are apt to lower the ideals of government rather than to exalt them.

We pass to the third general consideration—whether school experience should be so related to the actual transactions of life that one may be properly regarded as the extension of the other, or whether the school should give itself chiefly to theoretical problems, leaving the student innocent of the dangerous realities of subsequent life. This consideration is seen at once to be an ethical question involving the general purpose of school experience. As a practical question it involves the wisdom of different methods. The earlier custom was to regard the school in a large degree separate from life. This was not in the sense that good principles should not be taught, but rather that the school was more or less a place of seclusion in which chief attention was given to discipline, training, and culture. It was perfectly natural that under such conditions there should grow up the separation indicated by the expression "the town and the gown." When such separation and seclusion was in practice, naturally enough students came to regard themselves

as under a different law from the citizen. The wild oats theory of life was apt to have its full fruitage in the college boy, and its beginnings in the country school. Children and youth were not regarded as under precisely the same law as their elders. Recent theory has tried to emphasize the fact that we are never out of the State, and that we are never free from the obligations of citizenship or beyond the reach of the law. This tendency to hold all ages to the responsibility for conduct has influenced our theories of school management. We have sometimes taught our pupils that they are in a little world of their own, subject to the same laws as a business man on the avenue of commerce. Our success in this has not been entirely satisfactory. At all events school children and college graduates have required some time to adjust to the new conditions and so uncertain has the public mind been on the results reached in the schools that there is always a nervous anxiety about the moral peril associated with the transfer from school to practical life. The aim of the school in general is to reduce this peril by a complete preparation for life. Student government is an effort upon one phase of this problem. The essentials of citizenship never vary. The application of these principles must be made to meet the changing demands of place and position. The more concretely we can teach these truths, the better, we are told. The modern methods in education insist upon these principles. In the college the laboratory is the chief means. Our students in sociology use the unfortunate and unusual classes as a laboratory of instruction; our students in technical education use the great power plants; and just now the students of agriculture all over the country are in Chicago, where to-morrow they will engage in the prize contest in stock judging. During the next week a great International stock show will be used as a large laboratory in which hundreds of students of agriculture will be instructed by their teachers in the best breeds of live-stock of all kinds. This is done in order that the school-room experience of the student in agriculture shall fit in with his subsequent experience in stock raising and farming. The engineering student visits Niagara, Buffalo, and other points of interest in order that he may correlate his college laboratory with his practical experience later on. It will be noticed that it is not possible to make such accurate comparisons in all lines of study. Nevertheless, experimental methods are here, and teachers are trying to make school life a part of one's real life. This is not to undervalue the theory, but rather to put life into it and arouse a keener interest in the student. In the illustration I have used, the student may see these things. He may readily appreciate that what he is doing in school will fit him for the larger experience of the future. Our mistake has been, or perhaps I should say our misfortune, that we have not been able to show the average boy that mastering Greek verb or Latin declension was as really preparing for later experiences as the engineer's laboratory or the agricultural student's stock-judging room. The division between the older and newer education is chiefly at this point. The teacher and the school have failed to make a connection between the abstract of the school-room and the concrete of life. This failure accounts for the indifferent and uninterested method of the pupil.

Now, the problem of self-government, so-called, in the school, is interesting because it opens up the possibility of arousing an interest in civic affairs earlier in life, and plants deeply in the consciousness of the small pupil the most fundamental ideas of patriotism. This in itself would be sufficient justification for the considerable effort on the part of the school. The intellectual awakening that comes to the boy inspired with a sense of duty and re-

sponsibility is always worth while. There is no serious danger that such an awakening will detract from the other engagements of the school-room. On the other hand I believe they will be invested with a new interest. To arouse the spirit of a boy or young man, and give it an opportunity to express itself in a legitimate way, cannot fail to be of benefit in collateral work.

Our teachers of psychology tell us that it is unfortunate for any person under the influence of a stimulus to have a good impulse awakened repeatedly without opportunity of adequate expression by the actual doing of the good thing suggested. The collection in a church serves an ethical as well as a financial end. Every good impulse awakened should have a proper and adequate expression. This suggests the weakness of mere abstract teaching of ethics, patriotism, or citizenship. If a boy is to have himself stirred to a high state of emotion, and give no expression to the impulse, the emotion will become his weakness later on or, what is just as unfortunate, the stimulus will fail to produce any result. The governmental organization suggested among students does furnish opportunity for the expression of impulses toward justice, righteousness, obedience, and other cardinal virtues in citizenship. Moreover, it is natural to expect that in the everyday association of the boy with his playmates, his family, and the strangers he may meet, these same impulses will find simple and correct expression. At once, therefore, the school relates itself in a sympathetic way with the practical experiences of everyday living, and the boy discovers that he is in the world at the same hour that he is in the school.

It is proper to remark in reviewing the experiences in these school experiments that there are two sides to the question from a practical point of view. One is tempted to ask whether there is not danger of underestimating criminality or the crime of law-breaking in view of the light penalties that must be visited by pupils and students upon each other. It is most unfortunate when people come to regard law-breaking as a matter of little importance. There is a serious state of moral decay when the conscience of a community is not aroused in the presence of wrong doing. The treatment to be given by the State or by the school to disobedience, law-breaking, or violation of principle, is a most serious matter. Manifestly the school is limited in this regard. To be sure, most offenses are unimportant. The fact, however, that by agreement and voluntary association certain groups of students have agreed to govern themselves by elective officers operating under written agreements embodying constitution and statutes, is apt to give them the impression that they may interpret not only the law, but the penalty for the offense. At this point it is most important that the education of the conscience shall see that there is no tendency to moral blindness. If our youth, either in school or college, are to be trained into indifference, or are to fail to distinguish between right and wrong, or to have their ethical perception dulled, then the experience is not merely unfortunate; it is disastrous. On the other hand, it may be quickly asserted that the teacher and the school will correct such tendencies as have been referred to. That, of course, is possible from the standpoint of theory. Whether it will be done will depend almost entirely upon the spirit of the school-room and the energy of the teacher. I incline strongly to the belief that the teacher will prove a valuable corrective, and I am clearly of the opinion that all efforts toward such government in school or college should be clearly set forth as a privilege and concession for educational purposes.

So far in this paper the discussion has been of such a character that the principles announced apply chiefly to the school rather than the college. I

desire, therefore, to make a distinction in our minds between what is appropriate in our public schools and what would be appropriate in our colleges. The public schools are training and educating large numbers who never pass thru even the high school, and a very small percentage ever reach the college. For this reason, certain methods are applicable and justifiable in public schools that do not fit so closely into the conditions of college life. The confinement of the public schools to a single room or at most to a building for the entire day, offers an opportunity not found in this day in the ordinary college. Moreover, there is a joint guardianship between the parent and the school over the time, the occupation, and the habits of school children. When removed from one jurisdiction they are immediately under the other. The end of self-government in the public school is to secure self-control, obedience to rightful authority, a patriotic view of government, and a familiarity with the processes of government, so as to illustrate and impress upon the mind the teachings of civics as set forth in the elementary schools. Much of the machinery used in the public schools has been very effective in reaching these results. Even when college students come from schools where these methods have not been used it does not follow that they are in need of the same methods.

The educational features of such institutions as the George Junior Republic, the John Crerar School of Chicago, and elsewhere, have much in common that is commendable. It is noticeable also that in certain places the reformatory idea is manifest, as would not be appropriate in the public schools, since these are institutions of education and not professedly schools of reform. In the reform efforts it is manifest that the assuming of any degree of responsibility sobers the mind of the boy, just as the ownership of property makes the mature mind more conservative. I mention these facts simply to make clear my approval of the methods and prepare the way for a modification of them in college government.

The history of college discipline is a very instructive chapter. From the strictest sort of paternalism and autocracy we have gone to the extreme of democracy as represented probably in the University of Virginia. The dawn of conscious power in the student at college is quite different from any experience of the boy in the public school. Moreover, the progress of the country in education has made such a change in the maturity of the college student that new methods seemed imperative.

From the older methods the college world turned to the method of self-government. This was the other extreme, and like all extremes attracted many people, but was regarded with some doubt by the conservative. At the University of Illinois about 1869—then the Illinois Industrial University—an experiment on a large and elaborate scale was attempted. This really was a miniature Republic with officers duly elected and charged with duties to which the students had assented under student legislation. That experiment was abandoned after a trial. A crisis came which tested authority, which proved fatal to the whole plan. A full account of this interesting experiment may be found in the proceedings of the National Educational Association in an address by President Selim H. Peabody (see National Educational Association proceedings, 1889, page 539). Another notable experiment was with President Seeley, at Amherst. Here a strong, forceful, and pleasing personality won the students to him and his methods. For a time student government flourished, but here, as so often in political affairs, the death of the ruler left a dismembered government. At Amherst there has been no successor to President Seeley in this particular. When

we examine into the causes of the decline of student government we discover that it grants authority but can not fix and locate responsibility. At any moment a student may withdraw from college and leave nothing behind but a record of suspension or dismissal. This in no way compensates for the lease of authority. The college can not run away; it must remain as the residuary legatee of all the mistakes or blunders of the departed authority. Moreover, the force of law lies in its penalties. A student court or legislature will neither decide nor legislate against students in a disinterested way. Faculties even will not criticize each other. They are very slow to discipline their fellow-members. What, then, can we expect of students whose personal attachments are often closer and more biased.

In addition to these considerations the State, thru its courts, will not recognize the legal standing of a body of students. The responsibility for property, for the use of funds, and for the general welfare of the college is vested in trustees and faculties. Student authority is, therefore, at best, delegated authority, with a strong reason to doubt whether the constituted authorities have any right to delegate to students. The whole situation lacks genuineness. The student is a temporary resident for a specific purpose, which is not government, but instruction. He is there voluntarily, with no definite or assured tenure of position. It seems irrational, therefore, that he should take into his hands the temporary administration of policies and interests of which he is neither the creator, the supporter, nor the guardian, but wholly the beneficiary.

This is not to say that a student or a body of students should not be consulted; it may be the highest wisdom to advise with such bodies. It is important that all available facts be known; that there be a clear understanding of all conditions and problems; but I object to the policy of fooling or trying to fool a student by leading him to think he is governing the college, where, as a matter of fact, the college is governing him if it is doing its duty and administering its trust. The method really sought in the modern college is to have the student control himself, rather than to attempt to govern other students. There is a distinction here that is important. The college officers have to do with the institution as such, and the modern tendency is to put upon each student the burden and responsibility of his own conduct, both as a citizen and as a student. This is, in fact, the very change sought by the methods of self-government in the public schools. The same principles are here involved, but they are administered in harmony with the new environment of the college. The real problem in college discipline has been to bring the student to see that it was not his business to govern the faculty or the institution, but rather to govern himself and assume the responsibility of his own position as a student.

The prevailing method may be described as administrative government. This is the method steadily coming into use in all our colleges. Under this conception there are some things to be assumed, among them (1) that the college is a public opportunity, (2) that the property is a public trust, and (3) that the faculty is an organized agency for co-operation and leadership, and the student a responsible party whose privileges are to be measured by his willingness and ability to make profitable use of the opportunities.

These conceptions banish at once from the minds of all the old notions of antagonism between student and professor, and put the college life on a natural and rational basis. The faculty is, therefore, naturally and properly the legislative body, and the president and other officers—such as deans in our larger schools—are the administrative officers. The whole government becomes one of principle. The

modern college steadily approaches the spirit of democracy, where all students stand on a level of equal rights, with no favors. As soon as students come to understand this situation the sobering effect of responsibility is manifest. There can be no trifling with principle; hence the offenses against good government are serious. This view holds out that a student is not in college as an accommodation to the faculty or the public; the faculty and the institution are there for his accommodation if he will use them properly. Colleges are steadily going out of the nursing business. Students must go elsewhere for their health or the indulgence of their whims. The college is for business, and a very serious and important business at that. The details of a student's life are important to the college chiefly because they help or hinder the great cause for which the college stands. I believe we have often weakened the cause of education by leaving the impression that discipline is an important issue. The truth is, it is only an incident. If the student can not understand this, he should be given to see that his preparation for college life is yet incomplete and that he ought to go elsewhere and complete his preparation. I believe thoroly in a large and liberal spirit which locates responsibility, and in a system of government that has the courage and firmness to promptly say to students that their privileges as students cease when they fail to be good citizens.

The best test of a student's right to be in college is his satisfactory performance of the student's duty. The academic requirements should be insisted upon firmly and evenly rigidly. Insist upon it that education—the requirements of the curriculum—shall be promptly and regularly met. This attitude neither accepts nor makes apologies. The average student will soon see the force of this law and the justice of it. If he is not fit for such a school he will soon drift to his proper circle; but he will do it with increasing respect for the institution of which he was not worthy. That in itself is a valuable result to secure.

I believe, therefore, that the whole question of college citizenship should be defined by a few fundamental and important principles. These should be public. The student should be face to face with the law of the college, just as the citizen is face to face with the law of his land. These laws are made by properly constituted authorities and administered by properly constituted officers. In State institutions the force and power of the State is behind college administration. This fact should be clearly and persistently set forth. In a State institution the supremacy of the law of the land and the necessity of good citizenship should be as clear as the day. College authorities should turn over to the State authorities every offender. It may appear rigid and cold in the first instance or two, but there will be a long interval between troubles. In my own experience I have not hesitated to declare that the law of the State should be enforced, and that I should regard any destruction of property or interference with the rights of citizens or students as proof of a kind of citizenship that could not be endured in a college. I believe that American students respect an administration that respects itself and respects the law of the land. In a college, as elsewhere, the cure for disorder is a high order of citizenship. Let the high ideals of a genuine democracy inspire the colleges and we shall hear less of hazing, of dishonorable college traditions, but more of scholarship, of college fellowship, and of social service.

In conclusion let me say, therefore, that while there is a difference of administration between the public school and the college, there is a growing unity in that responsibility for personal conduct is being located upon the individual, while both school

and college are looked upon as organized opportunity in which teachers and officers, by their inspiring presence, lead others toward the realization of the highest ideals of democratic citizenship. In realizing these ideals the school of every grade is less apart from the world than ever before, and there is more fellowship between all interests concerned than ever before. The school recognizes itself as one of the agencies of society, while society recognizes itself as legitimate fruit of these agencies. The larger place that education will occupy, and the importance of results reached in our schools, alike justify our attention and the consideration of such a congress as this.

Notes of New Books

We are indebted to Kate Dickinson Sweetser for collecting in one volume descriptions of the boys and girls found among the characters in George Eliot's writings. The writer says that among the novels of the great English writer it is the exception to find one which does not contain a pretty picture of child life, and always the children are bright, active, normal children. It is for this reason that they have been so worthy of being gathered together in a single volume. There are Tom and Maggie Tulliver,—dear little Maggie Tulliver, who really represents George Eliot's own childhood as spent with her brother three years older than herself. There is Totty Poyser, and little Effie, who brought so much light into the life of Silas Marner. Little Lizzie, Jacob Cohen, Tina Sarti (the little black-eyed monkey) and Job Todger, and Harry Transome complete the list. No better method could be found for introducing boys and girls to the great English novelist than by means of this book, while of itself it is a means of child study most interesting and most helpful to grown up folks. Teachers especially will enjoy every word of the *BOYS AND GIRLS FROM GEORGE ELIOT*. (Duffield & Company, New York.)

Mrs. Clara Louise Burnham has been writing fiction for a number of years. Her stories are all healthy reading, and they are very popular with girls in their teens. The tone of her latest volume, *THE OPEN SHUTTERS*, is unusually excellent. The story is bright, humorous, and interesting, and little Sylvia grows as the plot develops, from a wilful, spoiled child into a sensible, sunny, lovable young woman. The book is especially to be recommended as a holiday present for girls. They will be sure to read the story again and again. (Houghton, Mifflin & Company, New York.)

It is always a pleasure to say a good word for *St. Nicholas*. The present opportunity is afforded by the appearance of *FAIRY STORIES RETOLD FROM ST. NICHOLAS*. From time to time there have appeared in this magazine some of the most delightful fairy tales of recent years. They represent the work of some of the best writers in this line, such as Mary Mapes Dodge, H. C. Bunner, Mary E. Wilkins, John Kendrick Bangs, and Tudor Jenks. As many of these stories came out long before the present generation of *St. Nicholas* readers, they will be entirely new to the children who are so fortunate as to receive this book at Christmas,—or any other time. The illustrations are capital and the book is well gotten up and attractive. (The Century Co., New York.)

KEEPING TRYST, by Annie Fellows Johnston, is a simple tale of King Arthur's time. It is, in fact, a sermonette showing how keeping tryst with one's better self is sure to bring reward. Ederyn was tempted to loiter in the garden of flowers, and later to while away the hours with a beautiful fair-haired maid, but despite temptation he heeded the call of Merlin, which came to him night after night, urging him on to hard labor and to struggles of various kinds, in his hope that he might see the King. And when, after years, he does at last find the King, the jewels he has won are recognized, and he receives the highest honors at the King's command. It is a lovely little story, one that once read will be picked up again and again, for the inspiration it gives to keep tryst with one's own self. (L. C. Page & Company, Boston.)

Dudley A. Sargent, Director of the Hemenway Gymnasium of Harvard University, has long been recognized as one of the leading authorities in physical education. In his new book on *PHYSICAL EDUCATION*, he gives in a condensed form the results of his experience during the past twenty-five years as a specialist in his subject. After a cursory review of the different phases thru which physical training has passed—its periods of popularity and its periods of utter neglect—Dr. Sargent treats of such subjects as the "Physical State of the American People," "Aims, Means, and Methods of Physical Training," "Regulation and Management of College Athletics," "Athletics in Secondary Schools," "Military Drills in Public Schools," "Physical Culture in Elementary Schools." (Ginn & Co., Boston.)

The way to regain your health after sickness is to take Hood's Sarsaparilla—it tones the whole system.

The National Union of Teachers of England and Wales.

By HERBERT MILLER, R. T. Crane High School.

[In the Chicago Teachers' Federation Bulletin.]

Organization for the establishment and defense of individual and collective rights is a question that most profoundly affects the welfare of the teachers of the United States just as it affects the welfare of all classes of workers. The teachers are generally held in high estimation and their work is theoretically appreciated by the public, yet they are often, thru the lack of organization, at the mercy of crafty and designing men who tyrannize over them, defraud them of the just fruit of their labor, and make life a burden with the ever constant threat of dismissal if the displeasure of these unjust authorities is incurred.

A visit made last summer to the headquarters of the National Union of teachers of England and Wales revealed some facts with regard to the benefits of organization that may interest the readers of the Bulletin. The Union occupies with its activities Bolton House, Russell Square, London, a large four-story building. Established in 1870 the Union now numbers 54,007 members, almost an equal number of men and women, including five-sevenths of the total number of certificated teachers in the two countries. "It admits members from every type of college and public school; it deals with every phase of the teacher's professional life and duty, with every aspect and form of public education, with primary and higher education alike. It enters into recognized relations with every educational authority and society, national or local, statutory or voluntary, great or small. Its activities cover the whole field."

To an annual convention 2,000 representatives are sent from the local associations. The body is administered by its Executive Council, Benevolent and Orphan Fund Council, Provident Society (Pension) Council, Examination Board, and standing committees on (1) Education, (2) Finance, Press, and General Purposes, (3) Legal Assistance, (4) Parliamentary Action, (5) Tenure of Office, and (6) Union Organization. The work of the Central office at Bolton House is conducted by a secretary, four assistant secretaries, a law official, and a large staff of clerks. In the law courts the Union is ably served by three standing counsel, a general solicitor, and some 300 local solicitors. *The Schoolmaster* is the Union's organ.

The influence of the Union is great and widespread. It is represented in Parliament by three of its members, among them Dr. Macnamara, a member of the Ministry of Education, and Mr. Yoxhall, general secretary of the National Teachers' Union. It is the approved means of communication between the profession and the National Board of Education, local boards, Parliament, and the press.

The Union has benefited education in many ways; among them, by securing the appointment of Royal commissions to consider questions of education; extending and liberalizing school courses; abolishing unnatural classification of pupils by mere age and establishing flexible and natural classifications by attainments and capacities; reducing over-pressure on young pupils; establishing healthier and more reasonable conditions of study; improving school attendance; extending the school life of children; abolishing annual examinations; improving methods of inspection and examination; establishing a better grading system; extending certificates for training teachers; altering mistaken rules of school boards; securing the election or appointment of experts in teaching on local educational boards.

The Union has aided and safeguarded the welfare and rights of teachers by securing pensions for the older teachers and enlarging the amount and scope of the fund for that purpose; by appeals against unjustifiable dismissal; freedom from performing compulsory extraneous tasks; abolishing excessive and unnecessary statistical returns; securing right of appeal against unfavorable reports by inspectors and against the suspension or withdrawal of certificates; regulating and partially reforming the inspectorate; increasing salaries by public representation.

An incident will show how great is the power of the Union in defense of the wronged teacher. In a certain town the local board had committed an act of great injustice towards a teacher. The matter was reported to the Union which urged redress. This the local board refused. Thereupon it was informed by the Union that every teacher would at once be withdrawn from the town and no more be permitted to come unless redress was immediately granted. It was granted.

The Union gives its members the best advice procurable on professional affairs; if they fall into difficulties with boards of education, it defends them; if unjustly dismissed it exposes the matter and often secures reinstatement; if the teacher falls ill, it helps him pecuniarily; should he die, leaving a widow and orphans it gives aid by home allowances or residence in its orphan homes. Should the teacher become infirm, the Union may provide an annuity; should he fall into temporary pecuniary stress, it may aid him with gratuities on easy loans. The Union's Provident Society enables the teacher to prepare for sickness, old age, and death expenses, and affords opportunities for life insurance, annuities, and investments at extremely low rates. All that it does for its members who are men it does for women also.

By its last annual statement the total funds of the Union for various purposes amounted to \$1,347,680. The Provident Department owned \$817,420, the Benevolent and Orphan Fund \$444,855, and the fund for general Legal and Parliamentary and for sustentation of members amounted to \$84,405. The annual income for general Union purposes is \$105,000, for the Provident Society \$153,500, and for Benevolent purposes \$100,000. The Union has expended \$891,010 for benevolent purposes.

The fee for membership is \$1.75, which is paid thru a local branch, together with a small local subscription. This gives membership for general union purposes. Fees giving membership to the Provident Society and Benevolent and Orphans' Society are additional but are also small. The average pension is about \$200.

A careful study of the above statements which are taken from official documents will show the scope and thoroughness of the Union's activities and the care with which it safeguards the rights and welfare of the teacher. Organization among the half million of teachers of the United States has scarcely begun and they may well study this strong and well conducted Union as a model.

Some people seem to have a special faculty for discovering good traits in others. This faculty is not necessarily inborn. It can be acquired and is acquired by unceasing practice.

The Educational Outlook.

New York Educational Work.

In addressing the Commercial Club of Montgomery, Ala., Seth Low spoke of New York's educational work in its national aspect.

"In the city of New York," he said, "we know what it is to be called upon to provide education for a vast army of children, many of whom cannot even speak the English language. In the last four years I suppose the city has appropriated not far from \$40,000,000 for new school buildings alone, to provide for this army of children. But New York is the point at which the wealth of the nation is largely centered, and it is hardly too much to say that the nation itself is working thru New York City to Americanize and to educate the children of the immigrant. What the wealth of the United States is doing locally, thru the city of New York, it ought to do everywhere, when the need is great."

What sounds very much like a record in emptying a three-story school building by fire drill comes from Portland Ore. Prin. T. T. Davis, of the high school, reports that the time taken to execute the drill has been decreased from over three minutes to less than two minutes.

The Elliott Street School, Newark, N. J., was recently presented with a flag by the Colonel Buck Council, Junior Order of American Mechanics. In accepting the flag on behalf of the school, Commissioner George H. Simonds sketched briefly the part played by the flag in our country's history. Other appropriate exercises were offered by the pupils, concluding with the singing of "America."

The annual report of the federal Commissioner of Education, Dr. Elmer E. Brown, contains some remarkable statistics. The total enrollment in the common schools of the country for the year 1904-5, was 16,469,067; that is an increase of nearly 10,000,000 in the last thirty years. The average daily attendance was 11,467,526, or 69.63 per cent. of the total. The reported value of property owned by universities, colleges, and technological schools is \$314,840,412; an increase in the year of nearly \$50,000,000.

Another part of the report describes the educational use to which reindeer are being put in Alaska. By their use the erection and organization of a chain of twelve schools, stretching from St. Michael to Point Barrow, the most northwestern cape of the continent, has been made possible.

Maryland Superintendents.

The Association of School Commissioners and County Superintendents of Maryland, in their annual meeting at the State Normal School in Baltimore, elected the following officers for the ensuing year:

President, A. C. Willison; first vice-president, Charles H. Stanley; second vice-president, George O. Gary; secretary, William B. Beckwith; treasurer, Charles F. Wright; executive committee—Harry R. Wallis, W. B. Copper, and H. C. Bounds.

Owing to the death of the late president of the Association, Ephraim L. Boblitz, M. B. Nichols, the first vice-president, took charge. In speaking of the distribution of State school funds, Mr. Nichols said:

"I trust that some of our members have looked into the matter and will ask the comptroller to explain why the various counties thruout the State are not receiving larger appropriations, as they were assured they would do during the last legislature."

Two topics which were specially considered by the Association were the consolidation of rural schools and the fixing of a minimum salary limit. In connection with the discussion of the former, Mr. Edward M. Noble, of Denton, read a paper entitled "What Plan of Rural School Consolidation is Practical?" The discussion of the latter was opened by Mr. H. R. Wallis' paper, "Should the General Assembly Fix a Minimum Salary for First Class Elementary Teachers?" in which the speaker argued for a minimum limit of \$450 to be fixed by the legislature.

Other speakers who addressed the meeting were: Mr. Harry J. Hopkins, of Annapolis; Mr. Oscar B. Cobientz, of Frederick, and Mr. H. Crawford Bounds, of Salisbury. After the adjournment the members of the Association inspected the State Normal School.

Pittsburg Teachers Busy.

The meeting of the Central Board of Education of Pittsburg has led the Pittsburg Teachers' Association to approve a salary schedule for presentation to the salary committee, with the accompanying resolutions:

"Teachers of first seven grades—First year, \$450; second year, \$500; third year, \$550; fourth year, \$600; fifth year, \$650; sixth year, \$700; seventh year, \$750; eighth year, \$800; ninth year, \$900; above nine years, \$1,000.

"High school class—First year, \$1,000; second year, \$1,050; third year, \$1,100; fourth year, \$1,150; above four years, \$1,200.

"The Pittsburg Teachers' Association respectfully requests the favorable consideration of the appended schedule, which provides for a change in the maximum salary paid the grade teachers.

"This request is based upon the following reasons:

"As an act of simple justice to faithful teachers.

"The increased cost of living. Many corporations have recognized this fact by voluntarily advancing the wages of their employees. Surely public school teachers are entitled to the same fair treatment accorded even to unskilled labor.

"The justice of our request appeals to the people and commands their support. The public press, both secular and religious, has advocated an increase of teachers' salaries. The chamber of commerce, boards of trade, women's clubs, the United American Mechanics, the Grand Army of the Republic, and various educational bodies have indorsed our request by resolution. Many thousands of citizens, parents, and taxpayers have likewise petitioned for similar action.

"It has been charged that the agitation of the past year has been detrimental to the schools. We disclaim the responsibility of this agitation, but maintain that our request is a just and reasonable one, based upon necessity."

The Pittsburg teachers are opposed to the secrecy observed in the examinations for teachers. They are making a strong fight against the present method.

A pamphlet prepared by the Association shows that the increase in minimum salaries in Pittsburg since 1869 has been between sixteen and seventeen per cent., while the increase in maximum salaries has not been over eight per cent. The cost of living has, however, increased much more rapidly.

In regard to the general educational situation in Pennsylvania, the words of Dr. J. P. McCaskey, mayor of Lancaster—whose forty years as secretary of the State Teachers' Association, lend weight to the statement—throw a vivid light upon the evils resulting from the existence of

politics in school affairs. Dr. McCaskey says:

"Somebody is to be rewarded for services to his party, perhaps of very doubtful character. Put him into the School Board. It gives local prominence and costs the managers nothing. The loss is to the district, and often a most serious loss. Or some strong man in the district, who may or may not be a school director, wishes to control the action of the School Board in financial or other directions. He has men put into the Board who will vote as he directs on any question that may arise in which he is interested. Or an unscrupulous man of some personal and political influence in the community sees a chance for gathering in the shakels by selling positions, or privileges, or favors, *sub rosa*. He takes the risk and often gets away with his plunder. Now and then the cry 'Stop thief!' is raised and he lands in jail. It is a sorry business and a disgrace to the school system."

In this connection it will be remembered that a few years ago certain directors in Philadelphia were convicted for levying tribute on teachers for whom they had secured positions, while more recently the school directors of the Borough of Shenandoah were each sentenced to serve one year in jail for conspiracy and bribery in bartering away positions as teachers for which they received from \$100 to \$300 each in some half dozen specific cases which were brought before the court.

The Pittsburg teachers are calling to mind, also, the advice given them some two years ago by Dr. Maxwell, of New York, that purification of the school system and a general advance in salaries could only be secured when school matters had been permanently divorced from politics. Dr. Maxwell said:

"Just as soon—now mark this historical fact—just as soon as the political incubus was removed from the New York public schools; as soon as the appointments and promotions were placed in the hands of professional experts to be determined by competitive examination—then, and then only, was the attempt successful to raise and equalize the salaries of the teachers. That is the one historical fact that I want you to bear in mind thruout the whole discussion, that it was only when the political incubus was removed from the New York schools that the people supported the movement for the raising of teachers' salaries.

"So it will be with Pittsburg. Remove the power from your district School Boards, make appointments and promotions depend solely upon merit, and adequate remuneration will follow as surely as night follows day. If it were not so, friends, I should lose faith in the honesty and generosity of the American people."

Recent Deaths.

Col. John Mercer Brooke, emeritus professor of physics in the Virginia Military Institute, died on December 14, at Lexington, Va. Colonel Brooke was born in Tampa, Fla., eighty years ago. At the age of fifteen he entered the United States naval service. He is probably best known as the inventor of deep-sea sounding apparatus which won him recognition in America and Europe.

Dr. William James Herdman died recently at a private hospital in Baltimore, after having undergone an operation a few days before. Dr. Herdman was professor of Nervous Diseases and Electro-Therapeutics in the University of Michigan. He was in his fifty-ninth year at the time of his death.

In and About New York City.

Principals' Salary Resolutions.

The Principals' Association of New York City has taken definite action in the campaign for higher salaries. The following resolutions, which had been adopted by the Association, were submitted to the Board of Education at its meeting on December 12:

"WHEREAS, Of all members of the supervising and teaching staff, men principals have received the lowest percentage of salary increases during the last twenty-five years; and

WHEREAS, The cost of living, particularly in the City of New York, has increased very largely during that period, and more especially in the last five years; and

"WHEREAS, The Board of Education has established certain orders of schools—to wit: schools of the first, second, and third orders; and

WHEREAS, The Board of Education has not established grades of principals' salaries corresponding to those several orders of schools;

"Therefore be it resolved, That we, the Principals' Association of New York City, respectfully petition the Board of Education to increase the salaries of men principals, establishing grades of salaries for the several orders of schools which shall fix a higher salary for principals of schools of the first order (those having forty-eight or more classes), than that fixed for principals of schools of the second order (from twenty-eight to forty-seven classes), and a higher salary for principals of schools of the second order than that fixed for the principals of schools of the third order (from twelve to twenty-seven classes)."

Consolidation Opposed.

Grace B. Beach, president of the Normal College Associate Alumnae, has written to one of the New York papers commenting upon and explaining the resolution adopted by the executive committee, opposing consolidation with the City College. The resolutions were printed in THE SCHOOL JOURNAL for December 8.

After stating the resolution adopted, Miss Beach continues:

"It would be well, perhaps, for some of the arguments advanced in support of this resolution to be here stated.

"In reference to Item I, we would say that the use of the word autonomy was not intended to preclude the idea of placing the Normal College under the same Board of Trustees as the College of the City of New York, altho that Board might, under the circumstances, have to be reconstructed.

"Surely no friend of the higher education of women can doubt the advisability of retaining the separate office of President of the Normal College. The institution which educates a large proportion of the women teachers of the city needs the undivided care of its own president, and that president should be one of the ablest in the land.

"In reference to the third objectionable feature, we would point out the fact that many colleges maintain, either directly or indirectly, their preparatory schools. This is especially true in the West. Why should our position, then, in this regard be thought anomalous? Our preparatory department is needed as a

W R. Whitehead, M.D., of Denver, Col., tells us that he used antikamnia tablets, for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.

—The Chicago Medical Clinic.

feeder for the college, since the city high schools have not as yet furnished us the requisite number of pupils for carrying on our college department. The break at the end of the four years of work in our city high schools swings many into commercial pursuits who in our own preparatory department are carried by their own intellectual momentum into college.

"It is a matter of pride, in this democratic city of ours, that the free colleges draw from all phases of the city's life. We at the Normal College have in consequence many problems to deal with which are entirely absent from institutions such as Barnard College. Why multiply and complicate these problems by adopting anything in the remotest degree resembling co-education?

"This last point as to our degree is one upon which there is much honest difference of opinion. The Normal College stands for the principle that a mind trained by the severe studies of a college course is far better able to handle the problems of pedagogy than one with a pedagogical training based upon merely a high school education. We believe that if the sum total of a teacher's value to the city were estimated it would be to the advantage of the college-trained teacher, tho the other in the first few weeks, or even months, may fit into the school-room work with more ease. The versatility and grasp of mind which come from the higher training will tell in the long run."

Hearing on Absence Rule.

The hearing held by the Committee on By-Laws of the Board of Education of New York City, on the rules governing the excuse, with pay, of teachers' absences, led to no definite plan for revision.

The representatives of the Committee stated that the one year's trial, to which they wished to submit the present system of granting excuses, would not be over until March 1. At that time they will be able to tell whether the amount of money furnished in this manner was greater than need be to keep up the retirement fund; and to consider any suggestions which might be submitted for revision or entire change of the present rules.

City Superintendent Maxwell, President Lyman A. Best, of the Brooklyn Teachers Association, and President Gross, of the New York City Teachers' Association defended ably the contention of the teachers that the present method was working great hardship on them. At Superintendent Maxwell's suggestion the Committee on By-Laws invited the presidents of the several borough associations to appoint representatives to form a conference committee which might formulate the desired changes in the rules, and submit these for their consideration.

Educational Council.

The meetings of the New York Educational Council have won a well-deserved reputation for their interesting and profitable discussions. The meeting held in the Hall of the Board of Education December 15, was no exception. The topic for consideration was "Methods of Inspiring in Pupils the Reading of Good Literature." The speakers who addressed the Council were Prin. C. E. Morse, of East Orange, N. J., Prof. R. S. Keyser, Jamaica, and Supt. S. R. Shear, of Kingston, N. Y.

Mr. Keyser laid stress upon the importance of interesting pupils in the right kind of reading by indirect methods, talking with them casually, outside of class, of books which have interested you,

and if the boy or girl becomes interested offering to lend them copies, merely as a personal matter. "It is not our mission," said Mr. Keyser, "to preach the duty of reading good books to our pupils; we must show them the pleasure to be obtained from such reading."

Mr. Shear confirmed Mr. Keyser's remarks upon the value of the indirect method of inculcating an appreciation of good books, and told of instances in his own experience where he had found that some book which he had recommended to one boy was being passed about from one to another—a contagion of sympathy or interest, as he called it.

The general discussion which followed was pertinent and full of suggestion. A method described by one of the members, which he said was of great value, was to interest a class, say in history or geography, by taking a few minutes from the recitation to read extracts from books which deal with the same subject in a less formal manner than the text-books, and thus not only broaden their general view of the subject, but at the same time show the real pleasures offered by reading.

Vacation Schools License.

Next month the Board of Examiners will conduct examinations for licenses to teach in vacation schools and playgrounds next summer, and in the evening recreation centers for the winter of 1907-8.

The salaries of the different positions are: Vacation schools—principals, \$4.50 per day; teachers and kindergartners, \$3. Vacation playgrounds and evening recreation centers—principals, \$4 per day or night; teachers, \$2.50. Assistant teachers—playgrounds, \$1.75; centers, \$1.50. Librarians—playgrounds, \$1.50, and centers, \$2.50.

No person teaching in both the public day and evening schools will be permitted to teach in the vacation schools or playgrounds, and those having licenses to teach in the regular day schools may file applications without taking further examinations. The schedule follows:

Monday, January 21, 2:30 P. M.—Vacation Playgrounds—Teacher and assistant teacher of gymnastics and athletic games. Evening Recreation Centers—Teacher and assistant of gymnastics.

Tuesday, January 22, 2 P. M.—Vacation Schools—Principal. Vacation Playgrounds—Principal of physical training; librarian. Evening Recreation Centers—Principal; librarian.

Wednesday, January 23, 2:30 P. M.—Vacation Schools—Teacher of bench work, whittling, and fret sawing; basketry, chair caning, cooking, nursing, Venetian ironwork.

Thursday, January 24, 2:30 P. M.—Evening Recreation Centers—Teacher and assistant of literary club work.

Friday, January 25, 2:30 P. M.—Vacation Schools—Kindergarten—Vacation playgrounds—Teacher and assistant teacher of kindergarten.

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Jamaica Normal Students.

The Board of Education of New York City has finally settled the status of the students of the Jamaica Training School.

The school, which was formerly a State Normal, was transferred to the city on January 1, 1906. The question arose whether students who had entered the school prior to that date, and hence had not offered the same entrance qualifications, should be required to take the academic part of the examinations for license No. 1.

A sub-committee of the Committee on High Schools investigated the question, and the result of this inquiry was reported to the Board at its meeting of November 28, and laid over until the following meeting.

The closing paragraph of the report states that: The students admitted before January 1, 1906 "are in the training school, pursuing training school courses. Neither the Board of Education nor the Board of Examiners can go back of this fact to determine whether they have the particular qualifications which would have been necessary under the by-law to enable them to enter a training school."

Commissioner A. Stern requested that as questions of law were involved, the report be submitted to the Committee on By-laws for immediate consideration. This was done and before the close of the meeting the committee submitted the following report, which was adopted:

"RESOLVED, That the students in the Jamaica Training School be, and they are hereby, recognized as legitimate students of the training school for teachers, with all the advantages belonging to the position, provided any student admitted upon conditions shall fulfil such conditions."

Teaching Physiology of Sex.

A meeting of unusual importance to educators was that of the American Society of Sanitary and Moral Prophylaxis at 17 West Forty-third Street, on December 13. The Committee on Education had arranged the meeting for the consideration of the subject, "Public School Instruction in the Physiology and Hygiene of Sex."

The following program was presented: "Introductory Considerations," Dr. Thomas M. Balliet, Dean, School of Pedagogy, New York University; "Desirability of Correct Instruction Before College Years," Dr. Burt G. Wilder, Cornell University; "Its Practicability as Demonstrated in Several Public Schools," Dr. Helen C. Putnam, chairman, Committee to Investigate the Teaching of Hygiene in Public Schools, of the American Academy of Medicine; "How to Get the Right Public Standard Among Boys on the Function of Sex," Dr. John L. Elliott. Other speakers were Rev. Henry A. Brann, Dr. Walsh, and Dr. O. Edward Janney.

New Buildings in Brooklyn.

Two schools are being built in Brooklyn which should aid materially in reduction of the number of part-time pupils. One, on Kent Avenue, is designed to relieve the congestion at Public School No. 54; it is to contain sixty class-rooms, including auditorium, bath, gymnasium, workshop, cooking, and science rooms; and it will also have arrangements for playgrounds on the roof and in the basement. It is intended for boys and girls of all grades under the charge of one principal.

The other is to serve as an addition to Public School No. 75, and will contain a basement playground, auditorium, and gymnasium, with thirty-six class-rooms. It will be occupied by boys and girls from the kindergarten to Grade 6B, and will be under one principal.

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Pensions in Pennsylvania.

The bill which the committee on annuities appointed by the State Association of Public School Teachers of Pennsylvania has prepared for presentation to the Legislature, reads as follows:

"That from and after the passage of this act, public school teachers, principals, supervisors, and superintendents who have taught in the public schools not less than thirty years, twenty of which shall have been in the public schools of the Commonwealth of Pennsylvania, may be retired upon an annuity equal to one-half the average annual salary received by such teachers, principals, supervisors, and superintendents during the five years of employment immediately preceding the date of retirement, which employment shall have been in the State of Pennsylvania, provided the annuity paid shall not be less than \$200 or more than \$600 in any one year.

Before any teacher shall be entitled to an annuity under this act it is necessary for the boards of education, boards of directors, or boards of controllers by whom the said teacher has been employed, to certify under the seal of said boards or thru satisfactory information the length of time that such teacher has taught in the public schools of their respective districts.

Said certificates and information shall be forwarded to the superintendent of public instruction and thereupon such teacher shall be entitled to the aforesaid annuity.

If any teacher retired on the provisions of this act shall be re-employed as a regular teacher by any school district, then such annuity shall cease, provided that after such re-employment cease the said annuity may be restored according to the provisions of this act.

"All annuities provided for by this act shall be paid out of the State treasury upon warrants properly drawn upon the State treasurer by the superintendent of public instruction.

"The superintendent of public instruction is directed to set apart out of the general school appropriation a sum equal to the amount required to carry out the provisions of this act of Assembly.

The committee, of which C. H. Garwood, of Kelly Street, Homewood, is chairman, is composed of H. M. Ferren, of Allegheny; Miss Mary E. McClintock, Meadville; Supt. G. W. Moore, Chester; Miss M. E. Bessett, Erie; Miss Mary McCormick, Indiana; Superintendent Fleck, Tyrone, and Superintendent Harmon, Hazleton.

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Here and There.

A special resolution was passed by the Pecos Valley Teachers' Association of New Mexico, to appoint C. D. Thompson and J. H. Vaughn, of Roswell, and Wm. M. Heiney, Carlsbad, a committee to draw up and circulate among educational boards of all churches, a letter setting forth the many advantages and needs of this valley for a denominational college, but that the standard of such college must not fall below that required by the College Union of Missouri. Since this is a very rapidly growing country—hundreds of people coming here each month—and no such institution within six or seven hundred miles, we regard this as one of the most important steps the educators of the territory have ever taken.

Pennsylvania High Schools.

The second annual meeting of the High School Department of the Pennsylvania State Educational Association will be held at Williamsport, December 27 and 28. Prin. G. D. Roberts, of Altoona, is the chairman; Prin. Frank E. Baker, of Greensburg, the secretary, and A. M. Weaver, of Williamsport, the treasurer. The program is in part as follows:

"Algebra in Grammar Grades," C. S. Davis, Steelton.

"The Aim and Scope of the High School Course in Mathematics," Miss Jane H. Mathews, Head of Department of Mathematics, High School, Altoona.

Address—State Supt. N. C. Schaeffer. "The Aim and Purpose of the High School Science Courses": Physics—P. M. Dysart, Pittsburg; Chemistry—C. S. Webb, Franklin.

"The Modern High School," Dr. Paul H. Hanus, Harvard University.

"Reasons for Leaving High School—Remedies for the Same," Prin. P. M. Bullard, Williamsport, and Prin. J. P. Breidinger, Wilkesbarre.

"History in High School and How It Should be Taught," Warren D. Renninger, Central High School, Philadelphia, and James R. Burns, Erie.

"Should There Be Uniformity of Courses in Our Public High Schools?" Supt. Wm. Kirchbaum, Washington, Pa., and Prin. C. R. Neff, Millheim.

Report of Committee on High School Supervision, Prof. Cheesman A. Herrick, Head of Commercial Department, Central High School, Philadelphia.

An opportunity to organize a society for the promotion of teaching mathematics and Science in secondary schools will be given on Wednesday evening, Dec. 26, at 7:30, in the High School Building.

Teachers' Expenses.

The New York State Teachers' Association has, thru its committee on the financial condition of teachers, sent out a self-explanatory letter, a portion of which follows:

"Your aid is requested in enabling the Association to report the actual condition in which teachers are called upon to work. During the past eight years the cost of necessities of living has increased to such an extent that the teachers' dollar will purchase scarcely three-fifths of what it would buy in 1898.

"In order that the information might be as fully up-to-date as possible, the inquiry has been made as near to the date of the meeting as could be done. In order that the information may be used, it must be mailed at once."

A blank is enclosed, with questions concerning the educational position, salary in 1898 and in 1906, increase, etc.

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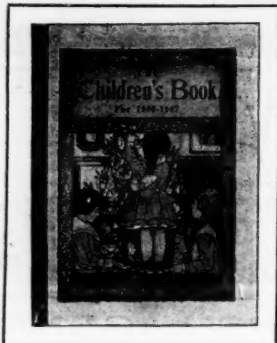
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